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ABSTRACT

Exemplary science teaching is an experience that fosters wonder, excitement, and risk-taking. This book presents essays which attempt to describe the culture of classrooms of exemplary science teachers. Chapter titles are: "Exploring the Place of Exemplary Science Teaching" (Ann E. Haley-Oliphant); "The Voices of Exemplary Science Teachers" (Ann E. Haley-Oliphant); "Teaching as a Journey" (Frank Taylor); "Teaching Science: Six Guides for the Journey" (Rodger W. Bybee); "Exploration, Wonder, and Risk-Taking" (Robin Lee Harris Freedman); "Exploration, Risk-Taking, and Wonderment: Traveling to the Margins of Instruction" (Ann E. Haley-Oliphant); "Improvisational Teaching" (Julia E. Riley); "Improvising Learning Conversations" (Robert J. Yinger and Martha S. Hendricks-Lee); "How Do I Read My Students?" (Betty J. C. Wright); "Learning From the Stories of Science Teachers" (Kenneth Tobin); "Teaching Science in the Context of National Board Certification" (David M. Anderson); "Promoting Excellence and Equity in Science Education" (Jane Butler Kahle); and "The Art, Science, and Politics of Increasing Science Learning" (Shirley M. Malcom and Virginia Van Horne). (MKR)

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